

English 12

Report to Schools January 2017

The information in this report provides an overview of results from the January 2017 **English 12 Provincial Exam**. The information is based on the **15633** students who wrote the January 2017 Provincial Exam.

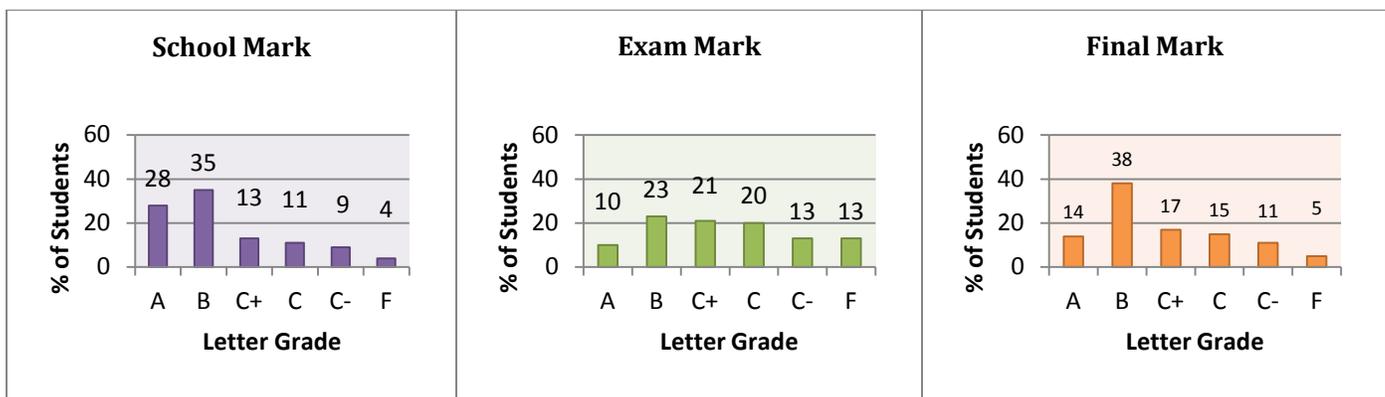
Provincial Averages

School Mark – 75%

Exam Mark – 66%

Final Mark* – 72%

*Final marks are produced in each instance in which a student has both a valid school percentage and an exam percentage for any session in the selected period. 60% of the final mark is based on the school mark and 40% is based on the exam mark. School marks and final marks for those students who were re-writing are excluded.



Differences often exist between school and exam marks. School assessment measures curricular performance over time, whereas exams evaluate those curricular areas best measured in a final testing situation. Some students perform better on exams, others in the classroom. Thus, some differences between school and exam marks may be expected.

Written Response Section

Curriculum Organizer	Maximum Possible Score	Mean Score	Mean Percentage
Stand Alone	12.0	7.24	60%
Synthesis of Texts	24.0	14.83	62%
Composition	24.0	15.30	64%

Comments from the Markers

Below are topic areas and skills in which students seemed to be well prepared (**strengths**) and those in which students needed improvement (**weaknesses**) according to the examination markers.

Curriculum Organizer	Areas of Strength	Areas of Weakness
Stand Alone	<ul style="list-style-type: none"> • Many students understood the rhetorical techniques and figurative language in the passage, and were able to strengthen their own arguments with these insights. Many upper-level papers featured strong vocabulary and sophisticated diction. • Quotations were chosen and integrated well. 	<ul style="list-style-type: none"> • The task calls for one paragraph, not an essay. • Long essays that failed to discuss the topic, editorialized or lapsed into personal response. Errors in written expression (syntax, diction, grammar, spelling). • Some students relied exclusively on lengthy quotations without discussion; conversely, many students failed to use quotations at all, and simply paraphrased the poem.
Synthesis of Texts	<ul style="list-style-type: none"> • Strong writers demonstrated their analytical skills and original insights. • Many papers featured strong synthesis throughout; students were making connections between both pieces instead of editorializing or paraphrasing. • Strong essay structure, featuring good integration of relevant quotations. Most students drew on both passages. 	<ul style="list-style-type: none"> • Issues with correct use of voice/POV/tense, second person, and passive voice. Some responses were compromised by use of clichés and being overly colloquial. • Weaker responses lacked engaging introductions and transitions, and relied on too much plot summary or irrelevant details. Synthesis consisted of “chunking” their discussions of the texts in separate, isolated paragraphs.
Composition	<ul style="list-style-type: none"> • There were excellent, insightful expository responses on engaging subjects, including students’ own literary studies. Upper-level papers featured effective manipulation of language, good transitions, and attention to details. • There were many engaging narratives featuring interesting storylines, keen insights drawn from personal experience, excellent dialogue, and delightful employment of figurative language, thoughtful use of voice, and vivid descriptions. 	<ul style="list-style-type: none"> • Erractic spelling, lack of proofreading, proper capitalization and syntax errors were widespread. • Students should shy away from “inauthentic” voice in their responses, and avoid clichés. • A number of students forgot to paragraph, even when writing dialogue. This led to several lengthy one-paragraph responses. • Many “4” papers were written in an informal style which, despite their length, were not engaging; lack of vivid style/diction kept them from becoming upper-level responses; several mid-range responses merely revisited the topic from the previous (synthesis) section.

The markers felt that the overall difficulty level of the exam was appropriate. The examination adequately represented the Examination Specifications in terms of topic weightings and cognitive levels.